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ABSTRACT

The development of 14 National Network for Educational Renewal (NNER) school-university partnerships to achieve school renewal and educator education is assessed. The first three sections constitute the substance of the general session of the 1988 Indianapolis NNER conference. The papers provide historical overview of the program, a discussion of the program goals of school renewal and educator education, and the identification of criteria for the role of the Center for Educational Renewal, followed by the speaker's responses to questions from conference participants. Four figures illustrating the collaborative school-university relationship are included. (20 references) (LMI)

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Center for Educational Renewal

THE NATIONAL NETWORK FOR EDUCATIONAL RENEWAL:

PAST, PRESENT, FUTURE

JOHN I. GOODLAD

Occasional Paper No. 7

December 1988

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**THE NATIONAL NETWORK FOR EDUCATIONAL RENEWAL:
PAST, PRESENT, FUTURE**

JOHN I. GOODLAD

Occasional Paper No. 7

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PREFACE

Occasional Paper No. 1 in the Series produced by the Center for Educational Renewal traced the development of the concepts underlying school-university partnerships as a strategy for simultaneously renewing schools and the education of educators. In September 1985, the newly-created Center for Educational Renewal in the College of Education, University of Washington, set the development of this strategy as a major goal. By April 1987, fourteen school-university partnerships constituted the National Network for Educational Renewal (NNER), with headquarters in the Center's offices.

We realized at the outset that the close joining of school districts and universities envisioned would not be easy. Indeed, in a book edited by Kenneth Sirotnik and me, published in 1988, we described the idea as deviant and perhaps impossible to implement in a truly compelling way. Nonetheless, we viewed it then and we view it still as an idea whose time may be here, if only we massage it carefully and work diligently toward its implementation.

Thanks to a grant from the Hewlett Foundation, we are able both to monitor carefully this social experiment of the NNER and also to examine other efforts of close school-university collaboration for whatever lessons they may offer. Late in the 1987 calendar year, we commissioned Calvin Frazier, formerly Commissioner of Education for Colorado, to visit the fourteen partnerships and to report on their progress toward the goals of a mission statement sent to all prospective partnerships prior to their joining the NNER. Frazier's conclusions and recommendations are reported in Occasional Paper No. 6 of the Center's Series.

His paper, published in October 1988, was sent to approximately ninety representatives of the fourteen partnerships invited to attend an NNER conference in Indianapolis during November of the same year. They also

received a paper in progress, written by the three coordinators serving as consultants to the partnerships since the inception of the NNER, on the usual cycle of change one might anticipate in large-scale ventures of this kind. All of the attendees--superintendents of schools, principals, deans of education, executive directors of all partnerships, teachers, and professors--had participated sufficiently in their own partnership to have a rather good perspective on its progress.

Discussion of the two papers was exceedingly lively. A presentation by Phillip Schlechty of Louisville on his experiences with school-university collaboration provided a useful backdrop to these discussions. Questions and comments addressed to Calvin Frazier were so many and so substantive that the period of nearly four hours devoted to his paper and presentation went surprisingly quickly. The sharing of progress in four presentations by partnership representatives and in small group dialogue created the impression that an addendum to Occasional Paper No. 6 would add additional partnerships to those identified by Frazier as making substantial progress. From five to nine months had passed between the time he visited the partnerships and finished his report.

The apparent spurt in progress squares with studies reporting that projects focused on school reform appear to take nearly as many steps backward as they do forward during the first two years before taking off in the third, only to stall from time to time subsequently. What is clear in Frazier's report and became clearer in the Indianapolis Conference is that the fourteen partnerships in the NNER are spread out on a continuum of goal-oriented activity like long distance runners long after the starting gun has been fired.

But another perspective is in order. Several of the partnerships, freely admitting little orientation toward the goal of simultaneously renewing schools and the education of educators, nonetheless provided evidence both of vastly

improved relationships between the school districts and the collaborating university and of considerable satisfaction over this fact. They are doing things together that they did not do before in an atmosphere of growing mutual understanding and trust. From the perspective, then, of the degree to which the partnerships are doing things together they believe to be important and deriving satisfaction from so doing, it becomes difficult to evaluate them along any single continuum of presumed progress. The school-university partnership idea is to a degree validated even though the evidence regarding our success with it in a particular social experiment is not in.

The first three sections of Occasional Paper No. 7, presented here, constitute the substance of the general session held on the final morning of the Indianapolis Conference. It briefly traces the founding and early progress of the NNER, reflects on some of the difficulties to date, reiterates the initial goal, and provides some inclusion/exclusion criteria regarding the role of the Center for Educational Renewal in providing support to partnerships through the NNER. We plan to use little or no energy in seeking to persuade participants or prospective participants of the virtues inherent in close school-university collaboration. After two or three years of exposure to purposes and concepts, those involved with their partnership are persuaded or they are not. A critical mass of believers either will persuade their colleagues or they will not. I believe that the satisfactions derived to date outweigh the frustrations and that most of the present group of fourteen will continue. Some, I hope, will join in the endeavor described in Section III of this paper. In Section IV, I respond to several of the questions raised following my address at the Conference and several likely to be raised by other interested persons.

In the manuscript, I refer several times to a "mature" partnership as well as to the maturation process. Presumably, maturation is a process of becoming increasingly mature. Consequently, "mature" is a relative term.

Just before leaving for Indianapolis to attend the NNER Conference there, I found among the fresh papers on my desk a summary of the previous day's activities as reported by its writer--an educational leader in a partnership school district. The one-day account provides information to suggest not only that partnership activity occupies a central place on this individual's work schedule but also that this particular school-university partnership is becoming mature. I close this preface by reproducing what was dictated by this individual while sitting in a car in a traffic jam. Changes in some names and a few other details serve to disguise the source of this extraordinary report of a day in the life of a very active partnership participant.

Tuesday, October 25, 1988

The morning began with a panel presentation in a neighboring school district concerning school-centered decision making. Two parents, two teacher representatives from our board of education, an elementary principal, the superintendent and I shared information on our efforts at school-centered renewal with approximately fifty teachers, parents, building and central office administrators, and classified employees from throughout the neighbor district. Among the information shared was an article prepared by a university faculty member and me, and other materials developed growing out of work involving the school district's participation in a school-university partnership.

On returning from the session, I talked with Dave Mandel of the new national standards board on teaching, developed by Carnegie and operating out of Washington, D.C., and set up an appointment to talk with him about activities in the partnership on November 2. I also talked on the phone with John Goodlad concerning some activities of interest in the Hawaii partnership, and concerning his assistance in our district's efforts to obtain a grant from foundation sources to assist us in evaluating our school-renewal efforts. I talked briefly with Sherry Beard concerning the Project TIME proposal being prepared by the Colorado, Arizona and Puget Sound partnerships in cooperation with the University of California-Santa Barbara. I noticed that Professor X from the university was

meeting in the next office with our superintendent and an administrative intern.

Meanwhile, a group of approximately a dozen professors, school administrators and interns were at work in the conference room planning the winter sessions of the new joint principal program. I talked briefly with the coordinator regarding progress being made in that program and with one of our interns in it.

I prepared an agenda for a visit being coordinated by the University of Pennsylvania for a group of a dozen Philadelphia-area superintendents. On November 18, they will spend the day in the district and we will be talking with them about the way in which the partnership is being helpful in our renewal efforts.

I then went to the university where I left some written materials for the executive director of our partnership and then talked briefly with Professors X and Y. I then planned with another person in the university concerning a paper being developed on school-based change in the state. Also, I talked with her about her upcoming trip into Ecuador, suggesting that she contact Dick Kraft of the University of Colorado who had spent time in Ecuador, and that she, while on the trip, be on the lookout for developing contacts between our Spanish Immersion Program and the people of Ecuador. I then met with another university representative concerning the funded program for mentors and fellows in math and science teaching. I suggested to her that contact with a teacher at one of our high schools would be helpful to her, that programs at the University of Virginia for master teachers might be informative for the effort she was engaged in, as would programs for mentors at Brigham Young University. I encouraged her to use the mechanism already established within the partnership as the means of having interaction among the different districts and the proposed new program for beginning and teacher leaders. I encouraged her to talk with the coordinator of the principal intern program so she could learn from experiences there. I also shared with her the proposal from the University of California-Santa Barbara and the three partnerships referred to earlier so that we could find ways to blend that and this project together.

Following this meeting, I talked again with the executive director regarding ways to gain further support for the district's evaluation proposal. I also suggested that the Santa Barbara proposal be shared with the university's head of teacher education who works in the field of mathematics education.

We then joined the meeting of the four middle schools funded to develop exemplary programs for preservice and inservice training of teachers. Present in the meeting were six professors, four principals, four teachers, a student teacher, and myself. Prior to the meeting, which was the second in a series of three seminars, considerable material had been provided regarding pedagogical and content knowledge. One of the professors opened the seminar by summarizing some of the recent research out of Stanford on this

issue. Middle school teachers and principals immediately raised concerns about whether this research had really looked at middle schools or was based on other kinds of settings. The discussion lasted over two hours, included an examination of different kinds of knowledge that teachers at the middle school needed to have, and consideration of how this knowledge is now obtained. The seminar discussion concluded with arrangements for a retreat on the 4th and 5th of November to be attended by all those present, designed to draw together the preliminary planning for the professional development centers. During the break in the seminar, I was able to talk with the university's head of teacher education concerning the Santa Barbara proposal, and with another university staff member concerning the interdisciplinary staff development and exemplary teaching project under way at one of our elementary schools.

Following this meeting, I returned with the executive director to the partnership office and discussed plans for a chapter in an NSSE yearbook concerning teacher and principal leaders in tomorrow's schools. While there I talked briefly with one of our teachers who was coming in for consultation concerning her graduate work and again with our intern in the new principals' preparation program.

The day's activities provide considerable evidence of the integration of partnership, Network, and school district activities in efforts to improve the training of educators and the education of K-12 students.

Admittedly, not all days in this individual's professional life are similar to the one described. But few days go unmarked by partnership and Network activity. Participation in activities involving the school district, the university, other districts, and other partnerships in the National Network is now a normal way of life.

John I. Goodlad

December 1988

THE NATIONAL NETWORK FOR EDUCATIONAL RENEWAL:
PAST, PRESENT, FUTURE

John I. Goodlad

I

The first public announcement of an educational improvement initiative designed to join selected universities and nearby school districts in a close collaborative relationship occurred in July 1985 at the annual summer meeting of the Council of Chief State School Officers.¹ The joining called for was referred to as a school-university partnership. The relationship was to be symbiotic, in the non-parasitic, mutually supportive definition of this word. Its stated goal was the simultaneous renewal of schooling and the education of educators.

On the day after this announcement to the Chief State Schools Officers meeting in Delavan, Wisconsin, an initial group of invitees representing school districts and universities met in Chicago to exchange views on the concepts and to express their degree of interest in them. In September 1985, the Center for Educational Renewal was created within the College of Education of the University of Washington. One of its three announced goals was the promotion of school-university partnerships for the simultaneous renewal of schools and the education of educators. In January 1986, the Center hosted representatives of newly-created or embryonic school-university partnerships, several of whom had participated in the Chicago meeting of the previous summer.

The first public announcement regarding formation of the National Network for Educational Renewal (NNER), consisting of ten school-university partnerships in as many states, occurred in April 1986.² A year later, *Education Week* listed fourteen such in its progress report.³ Today, there is a member of the NNER in each of the following states: Arkansas, Arizona, California, Colorado,

Connecticut, Hawaii, Indiana, Maine, Michigan, New York, Utah, Virginia, Washington, and Wyoming.

Even though the word "partnership" is advanced frequently nowadays to suggest arrangements likely to improve education,⁴ the record of mutually productive collaborations between universities and school districts is sparse.⁵ Indeed, the relationships have been almost entirely ones of accommodation, as when schools provide placements for student teachers and universities provide classes to meet the in-service needs of experienced school teachers and administrators. There is little evidence to suggest that the modest interactions necessarily involved materially affect the educational practices of either set of institutions.

Creation of the loosely connected network of school-university partnerships constituting the National Network for Educational Renewal has been accompanied by considerable reflection on the underlying concepts and the difficulties inherent in their implementation⁶--difficulties which many people uninitiated into the dynamics of educational change regard as puzzling. Indeed, even some persons one would presume to be initiated appear ready to plunge into the waters of school-university partnerships without a moment's thought to the sharks possibly swimming about just beneath the surface. One kind of collaboration appears to be so natural--indeed, necessary--that it scarcely warrants questioning: the joint responsibility of school districts and universities for preparing teachers and for renewing the settings for doing so.

Nonetheless, Sirotnik and I, after several years of experience with and reflections on school-university partnerships, concluded that the fundamental idea is deviant, at best, and perhaps, at worst, is doomed to only modest implementation.⁷ Yet, he and others and I, like believers before us in plausible paradigms, go forward in the belief that only human-made conditions and

circumstances stand in the way and that these can be removed by committed human beings. We do so under the rubric of a social experiment--an experiment with sufficiently strong heuristic underpinnings to warrant the belief that even a flickering flame is worth the candle because of the light it sheds.

II

A moral imperative in a social experiment is that it be carefully monitored. As part of the effort to monitor the NNER two years after its formation, we asked Calvin Frazier to visit all fourteen school-university partnerships for purposes of assaying progress to date: accomplishments, failures, difficulties, promising procedures, future plans, and more. This he did during the winter and spring of 1988. His report reached us in October and became No. 6 in the Center's Occasional Paper Series.⁸

The most encouraging aspect of Frazier's report is the degree to which he sustains the idea of a closely coupled relationship between school districts and universities for purposes of simultaneously renewing schools and the education of educators. Indeed, in spite of his admitted and often strongly stated disappointments, he appears even more committed to the idea toward the end than toward the beginning of his report. Given the very short history of the NNER, those of us who staff the Center for Educational Renewal were encouraged by his identification of six partnerships (among the fourteen he refers to as pioneers of a social experiment) where, in his judgment, significant strides have been taken. Four of these were in operation prior to creation of the NNER. Research on the cycle of planned institutional change--particularly on the slowness of progress during the first few years--places Frazier's finding in a somewhat encouraging perspective.

What jumps out at the reader, however, is the degree to which the "obviously natural" arena of school-university collaboration simply is not natural. The overarching goal of the school-university partnerships, as I conceive of them, has been stated over and over in our published and unpublished papers, speeches, correspondence, and dialogue among executive directors of the fourteen partnerships, and an array of formal and informal settings. In the mission statement of the NNER, sent to each potential member partnership with the request and expectation that it be carefully examined and discussed prior to seeking membership, this overarching goal is broken down into three seemingly clear derivatives:

1. The exemplary performance by universities of their educational responsibility to those seeking to become educators or to enhance their present performance as educators. (Increasing the usefulness of the research function is a major part of this responsibility.)

2. The exemplary performance by schools of their educational function and accompanying exemplary performance of school districts in providing the necessary support.

3. The exemplary performance of both universities and schools (and their school districts) in collaborative arrangements and processes that promote both of the above purposes.⁹

Assuming the ultimate outcome to be exemplary schools fulfilling the educational functions set for them and exemplary teacher and administrator programs embracing these schools as an indispensable component, the school-university collaboration is depicted in the overlap of the two circles in Figure 1.

School districts and universities perform other functions, of course. And both might well collaborate in many other arenas with or without a formal partnership. But membership of a partnership in the NNER was and is intended

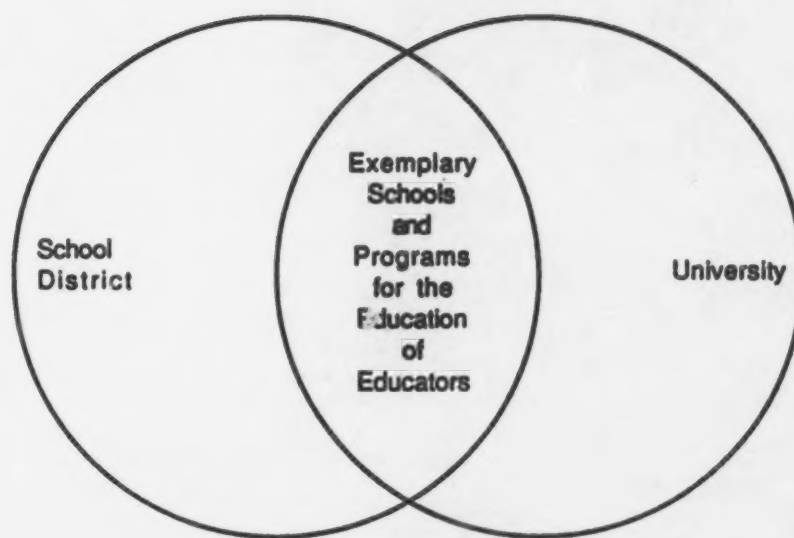


**Figure 1: A Collaborative Arena for a School-University Partnership--
The Turf of Overlapping Self-Interests**

to promote collaboration in the arena of depicted overlapping mutual self-interests.

It is impossible to know just how seriously these goals were discussed in individual partnerships. Frazier had no problem in identifying them from the documents sent him. He then used them to guide his questioning and probing of those persons he interviewed at partnership sites. Yet, he reports reactions ranging from the goals not being understood to outright rejection of a school focus in two partnerships and reluctance to involve the university faculty in the agenda on the part of as many as eight. Now, just how a partnership is to "simultaneously renew schools and the education of educators" without focusing on schools, on one hand, and involving university faculty, on the other, defies imagination.

One could speculate at length about why several of the partnerships chose to join the NNER in the first place. And one could speculate endlessly as to why busy people in leadership roles in several of the partnerships took up their precious time in what Frazier describes as fumbling for a sense of direction. But little of a constructive nature is likely to be accomplished by engaging in such speculation. It might be useful, however, to probe somewhat deeply into possible reasons why the collaboration that appears to be so obviously natural is not at all natural--reasons that might help explain why some busy, well-intentioned people have continued to strive for a productive school-university partnership even in the face of false starts and repeated frustration. In this analysis, I deal first with the more abstract obstacles to collaborative endeavor, some unique to our own experience to date but most common to this kind of social experiment.

First, the fundamental differences between a school-university symbiotic partnership based on concepts of motivation, common welfare, and overlapping mutual self-interests and the relatively simple idea of a network were not teased

out and perhaps not even discussed in most partnerships. It would be interesting to know just how many people involved read and discussed Clark's Occasional Paper No. 2 in the Center's Series where these differences are carefully described. A debilitating effect of failure to make the necessary distinction between a partnership as described and the NNER as a network of partnerships was to look, frequently, to the NNER not only for the common goal but also for what to do in order to achieve it. Since the need to do something usually is more compelling than a goal requiring interpretation, it is easy to see why some partnerships assiduously avoided not only interpreting the overarching goal but also its very existence while they waited for the message that never came--the message that would tell them what to do. In effect, membership in the NNER may have been a deterrent in getting on with an agenda in some partnerships.

Second and specific to our particular enterprise, there was considerable confusion regarding the distinctions between the NNER and the Center for Educational Renewal. Again, Frazier appears to have had little trouble with the necessary distinctions. He points out that there could be no networking until something worth exchanging with other partnerships was going on in at least some partnerships. Not surprisingly, this "something" did not come on full-blown; there was little to share early on except, perhaps, frustrations and difficulties. A number of things, some of dubious value, took the place of what was intended to be in the Network in the initial design. These included speculation regarding a Goodlad Agenda perhaps not revealed in the mission statement of the NNER, nervous exchanges among some executive directors who were either not secure in their own settings or not fully comfortable with their ill-defined and somewhat deviant roles, and confusion over the fact that the Center for Educational Renewal had functions in addition to serving as a kind of hub for NNER activities. In its role as a hub, the Center assumed responsibility for a newsletter, some

support services by its staff and three coordinators available as NNER consultants, meetings of executive directors, periodic conferences, and the formation of task forces designed to stimulate partnership activity. These task forces, in particular, may have been a mistake since they sometimes came to be perceived as removed from, rather than indigenous to, partnerships themselves. Conditions laid out just to get started appear to have restrained some partnerships from creatively developing their own structures and procedures. It was the late Fred Elliston, the first director of the Hawaii School-University Partnership, who best understood the nature, need for, and potential of inter-partnership communication in the form of networking. Further, he was prepared to assume major responsibility for its promotion and development. Frazier's description of this part of the enterprise might have been quite different had Elliston not died in a tragic automobile accident. At any rate, the relative paucity of networking activity as compared with Center-generated NNER activity no doubt contributed to the expectation in some partnerships that the Center for Educational Renewal ultimately would spell out more specifically both the expectations and how they were to be met.

Some further reflection on the general paucity of inter-partnership communication is in order. I recognize that some important communication has occurred but it is fair to say, I think, that most of it arose initially out of some Center-generated activity rather than from a driving desire on the part of participants in one partnership to learn about activities in another. It has been my observation over the years that "in process" communication across institutional lines is not a natural activity among educators. I recall, for example, the initial difficulties we had in the League of Cooperating Schools in encouraging cross-school visitations among teachers. Some teachers were intrigued with the idea but most principals were initially suspicious of it and some openly blocked the

process.¹⁰ Once under way, however, it rolled forward with only modest effort on our part.

Naively, I had assumed that the NNER would be recognized early on as a mechanism through which the expected problems and difficulties experienced by a partnership would be shared with other partnerships. We went so far as to develop with several persons connected with partnerships a process of inquiry and data gathering to be used not only for self-study but also for cross-partnership sharing of progress and problems.¹¹ The enthusiasm surrounding the idea of data-based reflection on reflection on partnership progress has been akin to that of football fans in the aftermath of a losing game.

Many times, in reflecting on the minutes of a governing board sent to me by an executive director, I have wished that other governing boards might have shared in my learning. But I have considered it quite inappropriate to duplicate such materials for general use. Frequently, however, I have sought to bring two or more partnerships together because of possible common interests identified in these minutes.

In education, we communicate our believed successes, not our fumbblings and failures, and are the worse off for this omission. The late Ole Sand, half in jest but half seriously, frequently proposed the publication of a Journal of Educational Autopsy through which we would lay bare our failures and learn from them. Until we more freely open up to scrutiny our warts and blemishes as well as our successes, we will remain a weak profession. And what better way to open up than through close school-university collaboration.

The third obstacle to collaborative endeavor of the kind sought in school-university partnerships is the flip side of the "tell us what to do but don't tell me what to do" dilemma always present in the educational change process.¹² In the preface to Frazier's Occasional Paper No. 6, I refer to this as the age-old tension

between specification of goals and activities, on one hand, and flexibility and freedom of choice, on the other.

In retrospect, my colleagues and I--and I take full responsibility for the critical decision--may have responded incorrectly at the fork in the road where this tension forced a major choice. We were planning what was to be the first meeting of directors of the first ten school-university partnership members of the NNER. The questions asked by several in the planning process conducted largely by telephone had to do with the NNER agenda. As one put it bluntly, "The agenda in the mission statement may be Goodlad's but it is not necessarily ours. What freedom will we have at this meeting to redefine the agenda?"

Had we responded in the way I think now, in retrospect, would have been right and proper, the answer should have been, "The agenda of the NNER is as stated in the mission statement sent to you and, presumably, agreed to by your partnership. The upcoming meeting will provide ample opportunity to interpret and even refine it. But if this is not your agenda, please don't continue." However, given the chronic nature of the issue embedded here, I might now be saying, had we responded in this fashion, that we took the wrong fork in the road --but I don't think so.

I'll not go into all the reasons that led to the decision to reopen the question of the agenda at that January 1987 meeting of executive directors. High among them was the fact that we had made it clear at the outset, I think, that partnerships were free to follow an agenda of their own choosing but that membership in the NNER necessitated attention to at least some of the so-called hard-rock problems of American education identified in the mission statement. This combination of freedom and conformity created ambiguity.

As it turned out, the meeting ratified all eight and added several, with those emphasizing the renewal of schools and the education of educators

receiving unanimous approval. We took satisfaction in the conclusion that the necessary phase in the change cycle of adopting an agenda had been successfully weathered, at least for the executive directors. We lack information about what was communicated back to their respective partnerships.

It is my present belief, however, that much more was lost than was gained. We further confounded, I think, whatever lack of understanding of goals already existed in some partnerships--whether because of a breakdown in communication, failure of partnerships to provide for discussion and clarification, or some further obfuscation of the distinctions between ends and means. Somehow, in the process of revisiting the issues listed in the mission statement and adding to them, the overarching goal of simultaneously renewing schools and the education of educators faded from view in some partnerships.

We had in mind from the beginning cultivation of a process of renewing schools and educator preparation programs simultaneously through collaboration between the two sets of institutions. The concept of site renewal has appeared consistently in publications of Center staff members and frequently in its Occasional Papers. But when Sirotnik summarized a good deal of the literature on central concepts in discussing the individual school as the center of renewal, some partnership participants reacted as though the ideas were entirely fresh and novel.¹³ It should be noted that the word "renewal" in the names of the Center for Educational Renewal and the National Network for Educational Renewal was not chosen casually.

As stated earlier, I take full responsibility for the decision not only to reopen the agenda but also to emphasize that the hard-rock agenda emerging from the books of Boyer,Sizer, and me¹⁴ and, indeed, other sources was and is the educational agenda of our time. But addressing it is a means to the end of creating exemplary, renewing schools and programs for the education of

educators. Renewing institutions effectively take care of whatever may be the hard-rock problems and issues of the time. In separating the agenda of problems from the goal of renewal, we repeated the error of the state governors in their 1986 report.¹⁵ Ironically, I criticized them for focusing on what I termed "seven branches in search of a tree trunk." By the conclusion of the January 1987 meeting of executive directors, we had before us a dozen branches in search of a trunk.

The integrative step we failed to take involved returning to Figure 1, which presents a picture of the arena of overlapping mutual self-interests and poses the arena as the shared turf where school districts and universities might naturally come together. Had we then written into this ellipse of natural overlap the overarching goal of simultaneously renewing schools and programs for the education of educators and then listed the hard-rock problems and issues as the substance through which to address this goal, we would have depicted the desired relationship between ends and means. Figure 2 illustrates my point.

In all fairness, it must be said that a deliberate attempt was made to specify a problem-centered agenda identified by reform reports and research as of great significance. This was to offset the tendency of many of us in the field of education to become overly preoccupied with process at the expense of substance. By leaning in the opposite direction, however, we unwittingly subjugated ends to means.

III

But enough of this critical introspection. It is important to reflect on where we have been and where we are but the need now is to project where we go from here. The process of reflection and projection is one in which each partnership must engage.

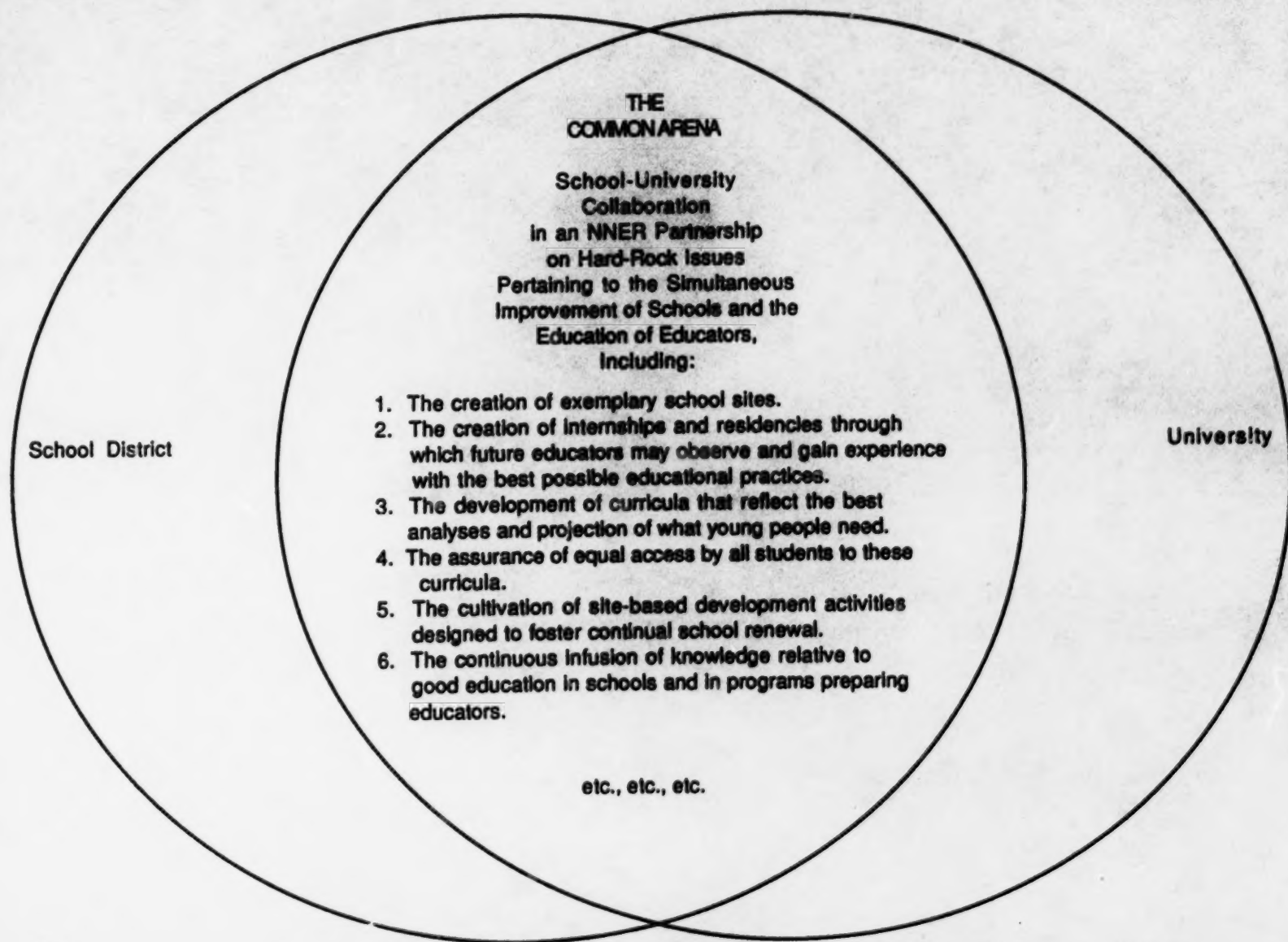


Figure 2: An Agenda of Hard-Rock Issues Addressed to the Simultaneous Renewal of Schools and the Education of Educators

I have said from the outset that each school-university partnership is free to do precisely as it pleases. Even if I wished matters otherwise, I could not control the destiny of any given partnership. I also have said from the outset that doing whatever a partnership pleases does not necessarily cause it to be either interested in or qualified to be a member of the NNER.

In the initial dialogues and correspondence with the partnerships, I urged careful reading of the mission statement and the conditions laid out there. I corresponded several times with key individuals in most instances, often requesting further clarification of intent. We have seen from Frazier's report and from my own reflective musings that the necessary understandings and commitments still are not present in several partnerships. Perhaps this conference* is producing or will produce the insights necessary to a much better understanding and an informed commitment or recommitment. But it also is possible that new insights will reveal for the first time that the arena of collaboration on which I have attempted to focus a spotlight is quite different from what you had previously believed it to be. And it also is possible that what the spotlight reveals is not at all for you.

Given the apparent misunderstandings and misconceptions of the past and the difficulties of clarification inherent in novel, complex ventures of this kind, I have few illusions about making the future crystal clear, even if I were capable of the necessary vision.

*It must be remembered that this paper was presented at an NNER Conference in November 1988.

First, I reiterate the goal: the simultaneous renewal of schools and the education of educators. Second, I reconfirm the continued, critical importance of the hard-rock problems and issues which might well serve as stepping stones toward attainment of this goal. Third, schools and educator preparation programs continue to be the centers of primary attention and effort. Fourth--and here you will find what may appear to be a corrective modification in my thinking--there are other ways to get seriously involved in the process of renewal besides plunging into curriculum development, for example. A school staff, together with an "alternative drummer" from the university might well begin with a self-appraisal directed to the school's present practices. Or, a university group responsible for preparing middle school teachers might invite personnel from nearby schools to join in a process of programmatic review and renewal. In both cases, carefully reviewing the educational significance of the emerging agenda is very important. Some of us who have worked over the years in such processes have found this all-school or all-program approach to be very effective even though it usually appears to be painfully slow during the early stages.¹⁶

I see no need to abandon any of the concepts guiding us to date. The fact that a half-dozen partnerships are rather far along on the change cycle described by Clark, Heckman, and Wilson is encouraging.¹⁷ But it is clear that several have not reached the stage where establishing and maintaining a functioning school-university partnership is on the front burners of persons in key positions of leadership. Some partnerships do not yet have in place all of the conditions called for in the NNER mission statement. And some persons in strategic positions are not even in agreement with such fundamentals as the school and program as centers of renewal and the necessity of having university faculty members involved.

Clearly, the time for critical self-examination is here. We are now beyond the halfway point in the initial five-year period of commitment called for in forming the NNER. The funding we have had in the Center for providing modest support to the partnerships ends on December 31, 1988. I have made no serious efforts to find replacement money for support purposes. Rather, we have secured a grant to be used over the remainder of this five-year period for purposes of assisting partnerships to refine and sharpen their goals and agendas and of validating the concepts underlying school-university partnerships. Calvin Frazier's visits earlier this year were supported from this grant from the Hewlett Foundation. In an upcoming staff meeting, we will devote time to how we might best use the available funds over the next two years. If a given partnership has not yet reached a stage of mature functioning but is strongly committed to reaching such a stage within two years, Center staff will be interested in assisting, when asked to do so.

Meanwhile, we must get on with next steps toward the goal of simultaneously creating exemplary schools and programs for the education of educators. Schools and educator preparation programs must move to center stage in the arena of collaborative endeavor. The time and energies of Center staff are and will be committed to this end and we are seeking funds for its attainment.

We believe that close collaboration between universities and school districts for purposes of educational renewal is to be, ultimately, a natural way of functioning. Several partnerships are getting close to this condition; they would continue with or without the NNER because satisfaction sufficient to continuing already has been generated. Within this natural way of functioning, the most natural is socializing future teachers and school personnel into the very best educational understandings, principles, and practices.

It is to this particular piece of school-university collaboration that the NNER and the Center for Educational Renewal are and will continue to be primarily committed. We already have seen, however, how difficult it is to effect even this seemingly most natural collaboration. Given this difficulty, our time, energy, and resources must be focused sharply on the goal.

Figure 3 represents an effort to envision what might well be in place in some partnerships two years from now. Some already are close. The large ellipse represents the common arena for school-university collaboration depicted in both Figure 1 and Figure 2. The amount of open space remaining around the three small ellipses inside the large one implies ongoing partnership activities not deliberately focused on the individual school and the educator preparation program as the centers of renewal. Each of the three inner ellipses depicts a collaborative effort simultaneously focused on several schools (the number could be one or ten or more) and the education of a cohort of future teachers and principals. The open space outside of the ellipse surrounding each school indicates elements of preparation programs not conducted in these schools--classes, seminars, laboratory simulations, field trips to other settings, etc.

It is absolutely critical to note that the entire professional program and the school renewal effort lie fully within the arena of school-district/university collaboration. In other words, schools and university personnel are jointly involved in the whole as equal partners. There is no place here for a "we, they" attitude or hierarchy.

What I am proposing presents only logistical problems to those partnerships in the NNER that already have created or are creating something comparable. But the fully collaborative relationship may well be unacceptable to some. We already have encountered stiff resistance in some quarters to the proposal that school and university personnel collaborate as equals in

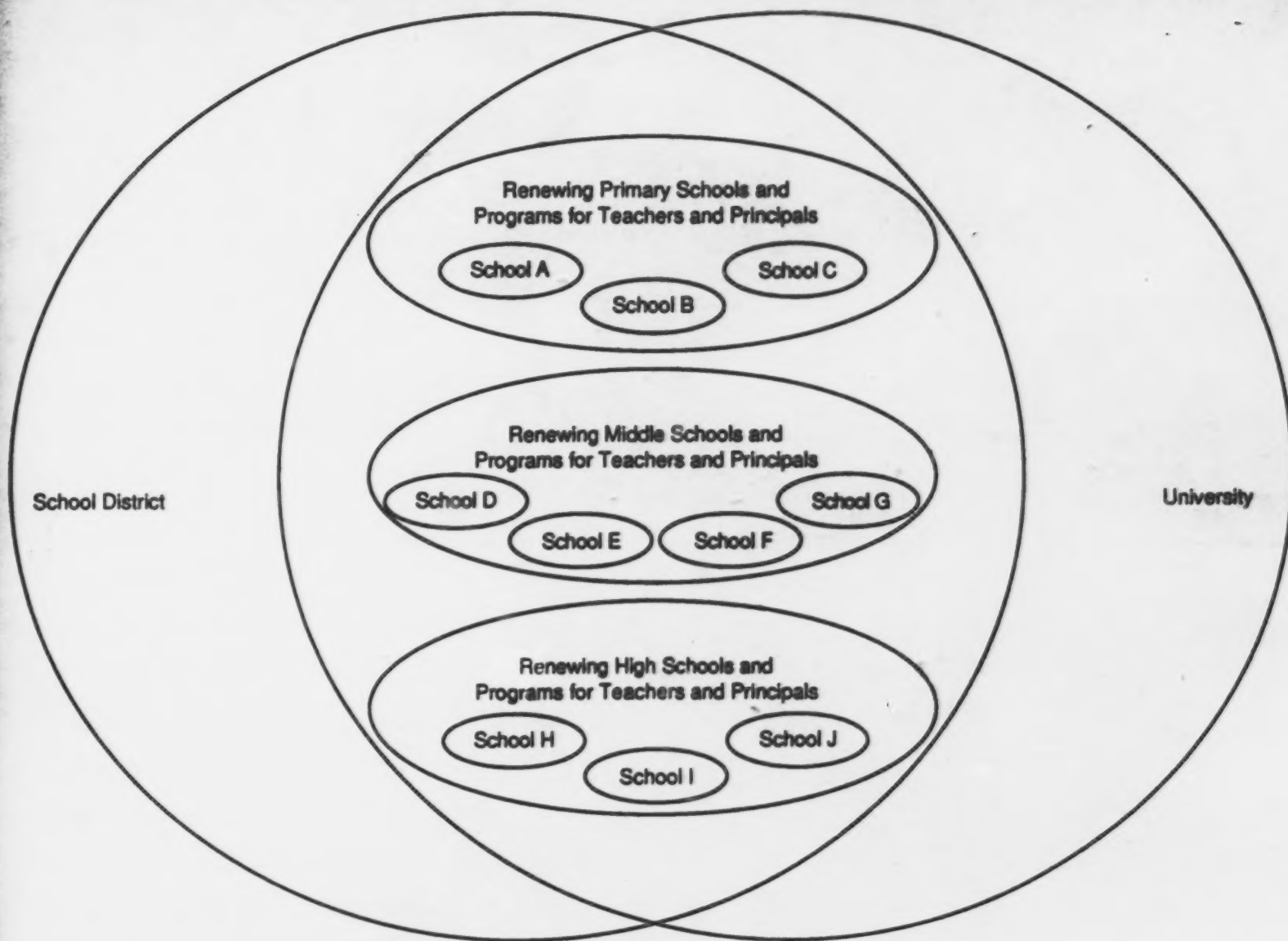


Figure 3: Site-Based School Renewal and the Simultaneous Education of Educators

redesigning preparation programs for school principals. Yet, other partnerships already were well into such a relationship before Danforth Foundation money helped legitimate the union.

If even a few key players in a partnership believe any of the following propositions to be true, continuing in the NNER is an exercise in futility: (1) our schools are just fine as they now are; (2) our education preparation programs are about as good as they can or need to be; (3) there is not much that we can do to reconstruct schools and educator preparation programs anyway; (4) we will seek the advice of school people (or, the reverse, university people) but we will make the final decisions; (5) it is not politically feasible to create and maintain key or partner schools; (6) the major decisions regarding educator preparation programs are going to be made by state agencies, anyway.

But if propositions such as these already have been put to death in your partnership and are immediately reburied when they occasionally rise from the dead, then let us get on with it.

I envision, down the road a couple of years, a coalition of school-university partnerships engaged centrally in site-based school renewal and the simultaneous education of educators, as depicted in Figure 3. Let us assume a coalition of ten member settings, each with a school-university partnership embracing an average of twelve key or partner schools.¹⁸ The ten partnerships total, then, ten universities and 120 designated schools. All would be working in their own unique way toward the simultaneous renewal of schools and programs for the education of educators. But they certainly would not represent the whole of a partnership's activity.

The potential for rather precise sharing through networking now becomes very clear. At the program level, the ten settings share their common problems, failures, and successes: how one setting was very successful in gaining both

community support and foundation funding for its partner schools, how the several colleges and universities are addressing the troublesome problem of getting rewards for faculty members who spend time working with schools, how the several programs are solving the problems of appointing clinical professors who work with both children and student teachers, and more. At the individual level, we envision the school principals coming together to discuss their experiences in schools endeavoring to be exemplary in their dual role of educating children or youth and teachers and principals. We envision teachers interacting over their efforts to eliminate all practices that prejudice the school environment against some students. And surely technology has much to offer in linking the whole in a closely communicating network.

How would the coalition described get under way? It already is under way in several partnerships. An essential condition is that a partnership be well along toward the collaboration shown in Figure 3. This means (1) that the partnership has accepted school-university collaboration as a way of life; (2) that it has buried the nonproductive propositions presented above; (3) that it has fully internalized the goal of simultaneously renewing schools and the education of educators; (4) that it has at least partially put in place the ingredients essential to attainment of this goal; and (5) that it is fully committed to concentrating the time, energy, and resources necessary to putting them all in place.

There are, I believe, some partnerships in the NNER already on this road and ready to continue on it at an accelerated pace. There are others coming to it which, after careful deliberation, will decide to make all the necessary commitments and work rigorously toward their implications. Since my vision is for a coalition of mature, well-established, committed, school-university partnerships to be in place within two years, the implied expectations may be too

formidable for some--those still sparring with even the desirability, let alone the feasibility, of a school-university collaboration involving equal partners.

Frazier raised in his report a question that must be addressed here. It pertains to whether or not the institutions of higher education of the NNER school-university partnerships are the right or best ones, in the sense of their perceiving close relations with schools as in their self-interests. He is responding to the fact that all but a very few in the present group are multipurpose, research-oriented universities. Might not, he asks, institutions in which teacher education is more central be the ones most likely to see their interests tied closely to the schools?

My question about these institutions is related but different. Since the 1,300 or so colleges and universities preparing teachers for this nation are of many types, should not the proposed coalition include a reasonable representation of these types? The answer must be "yes." The decision to turn initially to the present members was based on the belief that research-oriented universities have the necessary ability for contributing to renewing schools. But this is not a strong enough argument, I now believe, for excluding other types, especially those preparing the bulk of our teachers. They, too, must participate in the process of simultaneously renewing schools and the education of educators. Whether or not such institutions will more readily find the collaboration to be natural remains to be seen.

It is our present intent in the Center for Educational Renewal to move carefully toward the identification of settings where colleges and universities of types in addition to those in the NNER are engaged in activities close to our overarching goal and have the potential for close school-university collaboration. We have had overtures from several such settings. We envision the possibility, then, of a coalition made up not only of some present members of the NNER but

also of some new members yet to be identified. It is essential that the total configuration of institutions represent not only diversity in colleges and universities but also in the schools. Together, they must provide settings fully representative of the diversity of this nation's people.

Figures 2 and 3 fall far short of depicting the total array of school-university collaborative activities likely to be under way in any given partnership. As I stated earlier, there is a lot of open space surrounding each of the program ellipses in Figure 3. This space undoubtedly would be filled in by the very activities now dominating the agendas of most partnerships. But the prime motivation for engaging in the difficult collaborative process in the first place is found in the ellipses where schools and universities fulfill the overarching goal I have stated so repetitively.

Although what I have described so far calls for a cohort group of pilot settings joined in a coalition, we envision something beyond. There is growing interest in the fact that my colleagues and I in the Center have purposefully gathered an extraordinary body of data on the conduct of teacher education in a representative sample of colleges and universities in eight states. We are proceeding with prudent haste toward the preparation and release, by late summer 1990, of a report which will include a set of rather specific recommendations. Aspects of the study are described in the October, November, and December 1988 issues of the Phi Delta Kappan.¹⁹

This is neither the time nor the place to say more about these recommendations. Suffice it to say, they will focus on, among other things, the conditions of commitment, resource allocation, faculty, laboratory settings, planning, program, and renewal that should be in place if a college or university proclaims that it is educating educators for the nation's schools.

Interested individuals and groups are considering putting into place, prior to release of the report, certain dissemination and implementation strategies. The American Association of Higher Education (AAHE), following up on the letter to college and university presidents emerging out of the Spring Hill Conference, is promoting a dialogue about the importance of teacher education to take place soon in selected states. Calvin Frazier is serving as the AAHE catalyst in three of these. Our Center is in close communication with the AAHE regarding this effort.

During my years as president (1989-90) and past president (1990-91) of the American Association of Colleges for Teacher Education (AACTE), this organization of some 700 colleges and universities will promote a dialogue--on the need for reform during the first year and our conclusions and recommendations during the second. The Education Commission of the States is closely involved and will feature our report at its 1990 summer conference.

Meanwhile, leaders of these organizations are planning to relate all of the above to the political decision-making structure of states. Obviously, governors, legislators, and state commissioners of education are key actors who should participate in the dialogue. Our discussions include the important, larger, fifty-state picture. Presumably, this coalition, with some of its members also associated with the Holmes Group, will be setting the pace for the simultaneous renewal of schools and the education of educators.

Perhaps you are becoming increasingly clear as to why we got started with all of this in the first place. By 1984 or thereabouts, the school reform agenda was reasonably clear and we were beginning to see the potential of school-university partnerships as a strategy for addressing it. The teacher education reform agenda was not at all clear. Conant's report on the education of American teachers was more than twenty years old.²⁰ The first wave of

educational reform was just surging; the second wave, focused on teacher education, was somewhere in the predictable cycle of reform.

At the 1985 summer meeting of representatives of potential school-university partnerships, Dean Mario Fantini of the University of Massachusetts was kind enough to say that the school reform agenda was laid out in *A Place Called School* and we should just get on with it. But the educational reform agenda was incomplete without inclusion of the education of educators agenda as a component part.

Consequently, two of the goals set for the Center for Educational Renewal projected inquiries designed to increase our understanding of the education of educators in a search for this part of the reform agenda. Other groups with related interests are now on the scene, searching for ways to effect improvement. Our third goal focused on tackling the coupled agenda through the development of school-university partnerships. With the first two goals nearing their intended fruition, we are close to collapsing the three into one: the simultaneous renewal of schools and the education of educators through the close, purposeful, union of schools and universities.

IV

As stated in the Preface, the foregoing was presented at an NNER conference held in Indianapolis on November 10-12, 1988. There were questions following the presentation as well as in the subsequent discussion sessions of persons representing all fourteen partnerships. Below, I respond to several of these and to others likely to be raised by readers interested in the concept of school-university partnerships.

Question: Your attention is to renewing schools and the education of educators but is not this more likely to occur if the larger contexts in which both schools and programs exist are also renewing?

Response: Absolutely. This is why the creation and nurturing of the partnerships have required the active participation of superintendents and deans. Chapter One in the book on partnerships edited by Sirotnik and me traces the evolution of the current strategy. In it, I argue that we paid inadequate attention to superintendents in the League of Cooperating Schools (1966-1972), a school improvement effort focused primarily on schools which required little of the superintendents. The school-university partnership strategy profited on its conceptualization from the earlier experience and endeavors to build on it.

We have had ample testimony from renewal-oriented principals regarding the importance of support from the superintendent. Support from the dean is equally important in seeking to involve professors in the renewal process. But if these key persons remain only in a permission-giving role and do not become substantively involved, accomplishments will be modest, at best. There is growing awareness among several superintendents and deans, I believe, that they must fully understand the implications of the underlying concepts. It is reasonable to assume that these individuals will take the lead in assuring that they and their colleagues enjoy the same opportunities for individual renewal now enjoyed by many of the teachers, professors, and principals who have become active participants at the school and program level. Their active participation is likely to lead to the support needed by principals, teachers, and professors.

Question: If I read between the lines, I get the impression that you and your colleagues connected with the Center for Educational Renewal do not intend to devote time and resources in the future to problems connected with the

organization of partnerships or to persuading participants to make the necessary commitments.

Response: Your statement is essentially correct. The idea of school-university partnerships may have been rather novel and not seriously addressed a few years ago but this certainly is not so today. Implementing it remains difficult but we see no point in using our limited time and resources in arguing for it, especially when there is now a trail of recorded experience to draw on. Also, I think that this conference has served to reconfirm the goal and stiffen commitments to it. Further persuasion on our part would serve little purpose.

On the other hand, attainment of the goal is in no way made less difficult merely by recommitting ourselves to it. The crucial test in the social experiment still lies ahead: can we redesign schools in such way that they become truly exemplary settings for the education of educators? Can we successfully work out the logistics of simultaneously linking renewing schools with the educator preparation process so long conducted almost exclusively by colleges and universities? It is toward this difficult phase of the social experiment and to partnerships committed to it that our resources are to be directed. In the process of doing so, I assume that we will find ourselves involved sometimes in activities appearing to be only peripherally related to the central goal.

Question: In Chapter 9 of *A Place Called School*, you raise a question about whether key schools linked to one another and to a college or university would be able to carry the dual burden, and you refer to the role of demonstration schools in relieving key schools of some functions. Where do you stand today regarding what you wrote then?

Response: Resolving this kind of question is part of the work of the social experiment. The spaces in the programmatic ellipses of Figure 3 open up the possibility of other schools serving different purposes in a school-university

collaboration. The BYU-Public School-University Partnership, for example, is developing three different types of schools for collaborative purposes.

It will be some time before we have whole schools that are truly exemplary, although good schools tend to be good in all respects. But changing existing practices which are conducted efficiently but which perhaps should not be conducted at all is not easy, as those connected with Sizer's Coalition of Essential Schools well know. Unfortunately, we cannot put teacher education programs on hold while school and university people redesign a number of schools, appealing though such a notion may be. However, I am attracted to the idea of future educators being involved with a renewing school (call it key, partner, or professional development) during the apprenticeship stage of preparation. They are not likely to be employed later as teachers in a partner school but they should be prepared to join with other teachers in the school renewal process wherever they teach.

A well-run, renewing district will see to it that all of its schools engage in renewal. We simply must begin by concentrating on a small number of schools to carry, initially, the dual functions described. It is futile to predict the patterns of school-university collaboration likely to emerge, once there is the satisfaction of getting some exemplary breakthroughs.

Question: You have described elsewhere the "rate-buster syndrome" which frequently results in the deviant, renewing school being the victim of attack from persons in other schools who are fearful of falling behind or of having to behave differently. How do you get around such a problem?

Response: The intended design, not depicted in Figure 3, grows out of experience with this problem and endeavors to get around it in two ways. First, the idea of partner schools being associated with a nearby university for purposes of educating educators shifts attention somewhat away from the

perception of the partner school being itself different or experimental. We are accustomed to universities relating to schools for student teacher placements, for example, and so a more intensive relationship for such purposes is not threatening, whereas pinpointing a school to be "special" can be dysfunctional. However, this problem has been resolved to some degree through the use and acceptance of magnet schools.

Second, knowing that there is likely to be a degree of isolation and rejection connected with anything that appears to violate the egalitarian values of schooling, it is essential that partner schools be linked in a network, especially a network that extends across district lines. Renewing schools inevitably bump up against and internalize beliefs running counter to elements of the conventional wisdom guiding most schools. They require an empathetic reference group of other such schools if they are to move successfully to practices aligned with these beliefs, weathering simultaneously their own doubts and the criticisms of persons still holding to this conventional wisdom. Each of these schools should be, then, a member of a coalition of such schools, as was the case with those in the League of Cooperating Schools described in Chapter 1 of *School-University Partnerships in Action*, edited by Ken Sirotnik and me.

Question: Then Figure 3 is far too static a depiction of what you have in mind.

Response: Indeed, and I was delighted to see how the representatives of one of the partnerships began to play around with Figure 3 shortly after I presented it. What they were coming up with is far more dynamic and fluid than the present Figure 3. They had moved within just a few minutes to something resembling Figure 4.

You will note not only the joining of the formerly separated individual schools but also the joining of the three programs through overlapping the

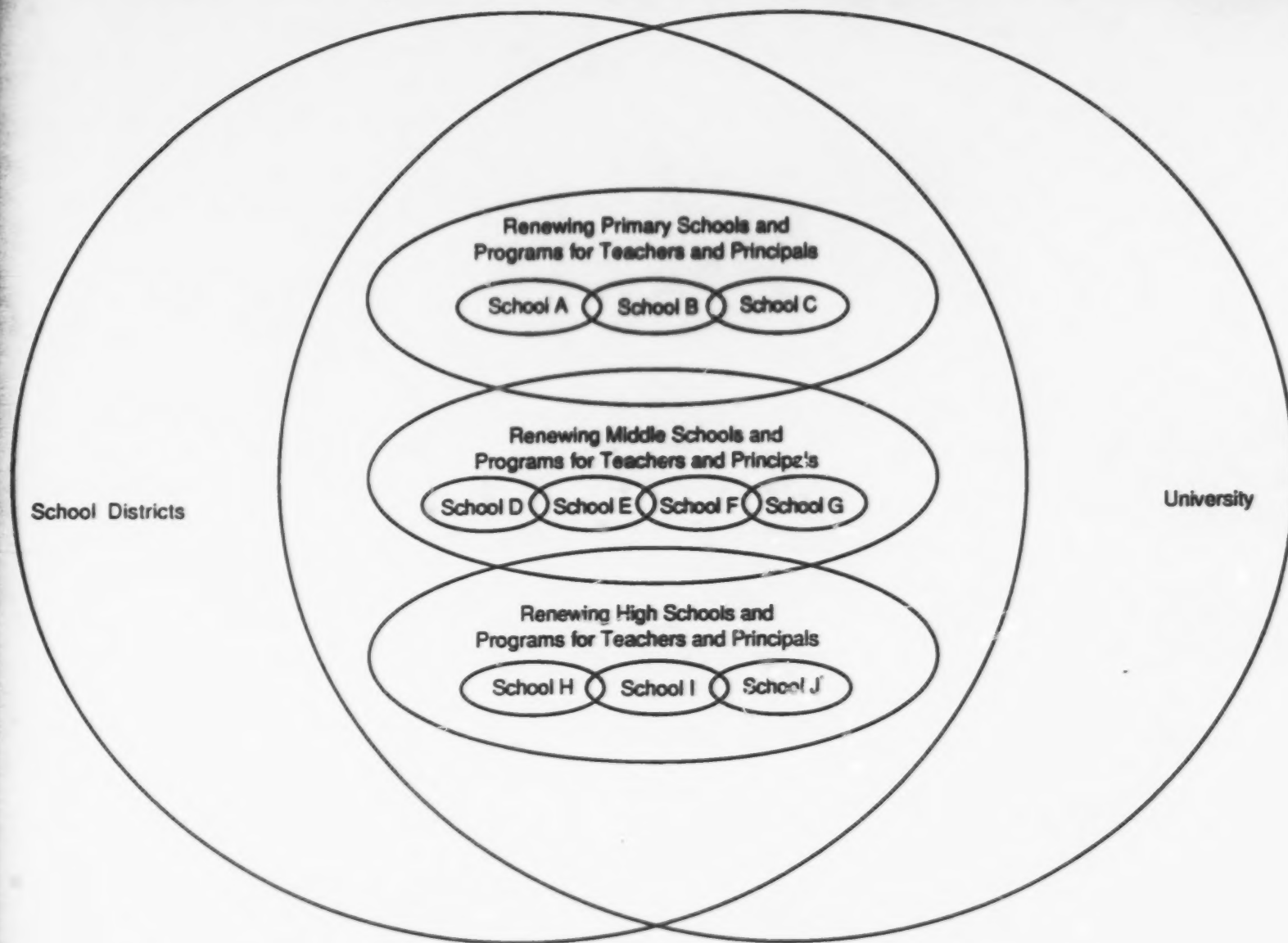


Figure 4: Site-Based School Renewal and the Simultaneous Education of Educators

ellipses. I have added the letter "s" to "district" to convey the fact that a setting involving a university and twelve partner schools would contain schools from several districts. Not only would the whole constitute a network of elementary schools, for example, linked across districts but also a vertical linking of primary, elementary, and secondary schools. Then, of course, each setting would be linked to settings in other states in a larger coalition.

Question: Although you say that a partner school will not provide the whole of a future teacher's or principal's preparation program, I get the impression that the entire field portion is to take place in a given partner school.

Response: Not so. I believe that each future teacher or principal should spend an extended period as essentially a junior faculty member in such a school, but the range of field experiences should be broader and more varied. For example, future high school mathematics teachers should at least observe and discuss the new program in their field being developed collaboratively by the mathematics departments of another school and the university. Similarly, future teachers and principals should observe and discuss what to do about a school perceived to be barely holding together, with no visible process of renewal under way.

Several recommendations in the report on the education of educators which we are preparing will endeavor to spell out an array of field arrangements and experiences. At the heart of them all is a process of inquiry involving these beginning educators and a faculty made up of both school and university personnel.

Question: Equal access to knowledge and other issues of equity are included among those to be addressed in attaining the overarching goal. Yet, you say little about such issues other than to stress the need for a mixture of schools and programs enrolling a full array of our diverse population. Do you

assume that such issues are all-pervasive or do you believe they should be addressed specifically?

Response: Both. They must be addressed on all fronts because separating them into a discrete agenda tends to ignore the degree to which bigotry, intolerance, and inequality pervade our society and educational systems. We solve a specific problem and then think we have done the right thing when, in fact, we are only beginning.

Yet, not to pull out the problems and issues for special attention may leave them unattended, just as integrated curricula often ignore the particular qualities of some of what gets integrated. Consequently, I believe we must continue to keep in the forefront the beliefs about and the way we perpetuate gross inequities in and around schools and educator preparation programs. Then, we must change these beliefs and the practices they perpetuate. And we need to do much more, not less.

Question: Most of the executive directors of the NNER partnerships hold appointments in either a school district or a university--usually the latter. In some instances, their salaries constitute a university contribution to the partnership's budget. Can the executive director function with complete impartiality in such an arrangement, especially if he or she seeks to gain tenure in the university?

Response: Walking both sides of the road shared by schools, school districts, and the university is no easy matter, at best. It becomes a little easier, I think, when the executive director is employed and paid by the partnership as an entity--as recommended in the mission statement of the NNER. A problem emerges out of the need for the executive director to have security of employment and benefits--something not always available through full-time employment by the partnership. It has been easier so far, apparently, to select or appoint a person affiliated with the university, although this is not the only pattern.

I think it is virtually inevitable for such an appointee to be or to become more socialized into the prevailing values of academe than into the values tending to dominate schools.

The role of the executive director should be approached experimentally and validated, to the degree possible, as a new but necessary one. It will evolve, just as the structure of school-university partnerships will evolve. An alternative worth considering is the creation of a not-for-profit corporation, governed collaboratively and standing on the turf shared by school districts and universities as already described and discussed. We might want to look to such other fields as agriculture, public health, urban planning, and medicine--not for models as much as for lessons to be adapted in finding our own appropriate models.

Question: Seymour Sarason wrote a book several years ago on the creation of new settings. Do you see new educational settings as the ultimate result of creating school-university partnerships?

Response: Possibly, but more as a consequence of serendipity than deliberate intent. We live at a time when many, perhaps most, of our institutions appear not to be serving us satisfyingly. I use the word "satisfyingly" because institutions must satisfy, not just function satisfactorily along the lines of their initial intent, if they are to survive. I doubt that we would be hearing much about schools of choice, open enrollment, free-standing public schools with their own boards, and the like if schools as they are now organized and conducted were satisfying nearly all of us. Similarly, alternative routes to school teaching and administration are being proposed, partly because of challenges to perceived monopolies over traditional routes.

We are going through a dizzying period of change driven largely by breakthroughs in technology. Advertising touts the plastic, computer-driven automobile while automobiles only a few decades old bring six-figure prices at

auctions because they are now classic and consist of real metal and not just plastic. There is no way for schools and universities to remain as they have been and are, however much we want and need to retain considerable stability.

I am convinced that at least some of the benign waltzing, interrupted at times by cacophony, engaged in by school and university personnel in the partnerships, is due to fear of the unknown. Teachers accustomed to closing the classroom door behind them do not take readily to the vision of collaborating university professors opening and closing this door. And why would professors who have gained tenure and an audience of colleagues by publishing certain kinds of papers in exclusive journals want to mess around in schools?

Yet, I believe the two cultures will bump up against each other in the future and become increasingly symbiotically and organically joined. And I believe that new kinds of educational settings will emerge from the joining. This, for me, is a much less threatening scenario than others I envision that could arise out of our failure to effect such joining. In reaching toward this unknown future, however, it is essential that we keep our heads and hands close to praxis that has served us well while we open our minds to promising alternatives.

NOTES

1. John I. Goodlad, "Toward a More Perfect Union," State Education Leader, 5, No. 2 (Spring, 1986), 1, 8-9.
2. Lynn Olson, "Schools, Universities in 10 States Have Joined Goodlad's 'Network for Educational Renewal'," Education Week, Volume V, Number 32, April 30, 1986, pg. 1.
3. Lynn Olson, "Network for Renewal: Goodlad Seeks Stronger School-University Alliances," Education Week, Volume VI, Number 25, (March 18, 1987), p.1.
4. See, for example, Franklin P. Wilbur, Leo M. Lambert, and M. Jean Young, School-College Partnerships. Reston, Virginia: National Association of Secondary School Principals, 1988.
5. Richard W. Clark, School-University Relationships: Partnerships and Networks. Occasional Paper No. 2, Center for Educational Renewal. Seattle: College of Education, University of Washington, 1986.
6. Kenneth A. Sirotnik and John I. Goodlad (editors), School-University Partnerships in Action: Concepts, Cases, and Concerns. New York: Teachers College Press, Columbia University, 1988.
7. John I. Goodlad and Kenneth A. Sirotnik, "The Future of School-University Partnerships," in Sirotnik and Goodlad (editors), op.cit., pp. 205-225.
8. Calvin M. Frazier, An Analysis of a Social Experiment: School University Partnerships in 1988. Occasional Paper No. 6, Center for Educational Renewal. Seattle: College of Education, University of Washington, 1988.
9. See John I. Goodlad, Linking Schools and Universities: Symbiotic Partnerships. Occasional Paper No. 1, Center for Educational Renewal. Seattle: College of Education, University of Washington, 1986. (revised 1987).
10. See Maxine M. Bentzen, Changing Schools: The Magic Feather Principle. New York: McGraw-Hill, 1974; and John I. Goodlad, The Dynamics of Educational Change. New York: McGraw-Hill, 1975.
11. Kenneth A. Sirotnik, "The Meaning and Conduct of Inquiry in School-University Partnerships," in Sirotnik and Goodlad, op.cit., 169-190.
12. This is how teachers and principals involved in the League of Cooperating Schools, a project involving eighteen schools in Southern California, phrased the issue of how much direction should come from an external "alternative drummer." See Bentzen, op.cit., and Goodlad, The Dynamics of Educational Change, op.cit.
13. Kenneth A. Sirotnik, The School as the Center of Change. Occasional Paper No. 5, Center for Educational Renewal. Seattle: College of Education, University of Washington, 1987.

14. Ernest L. Boyer, High School. New York: Harper and Row, 1983;
John I. Goodlad, A Place Called School. New York: McGraw-Hill, 1984;
Theodore R.Sizer, Horace's Compromise: The Dilemma of the American High School. Boston: Houghton Mifflin, 1984.

15. National Governors Association, Time for Results, Washington D.C.: National Governor's Association, 1986.

16. I recount this cycle in John I. Goodlad, The Dynamics of Educational Change, *op.cit.*

17. Richard W. Clark, Paul Heckman, Carol Wilson, "National Network for Educational Renewal--Reflections." Work in Progress, Center for Educational Renewal. Seattle: College of Education, University of Washington, 1988.

18. Schools joined as entities to colleges and universities for teacher education purposes are variously referred to as professional development schools, partner schools, clinical schools, and key schools.

19. John I. Goodlad, "Studying the Education of Educators: Values-Driven Inquiry," Phi Delta Kappan, Vol. 70 (October 1988), pp. 105-111; Kenneth A. Sirotnik, "Studying the Education of Educators: Methodology," Phi Delta Kappan, Vol. 70 (November 1988), pp.; 241-247; Roger Soder, "Studying the Education of Educators: What We Can Learn from Other Professions," Phi Delta Kappan, Vol. 70 (December 1988), pp. 299-305.

20. James B. Conant, The Education of American Teachers. New York: McGraw-Hill, 1963.

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